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weather maps, is wholly inadequate. The subject of glaciers and the glacial period is treated under the heading of the atmosphere, and given only a few pages. The total absence of topographic maps is odd if not inexcusable. The figures and pictures are not numbered, and are seldom referred to in the text. Some of the diagrams and pictures are very poor (pp. 84, 148, 150, 153), while others are so poorly printed that their value is wholly lost. In the appendix the author points out that, "the earth is not young;" that "it is not a finished product;" that "the forces of the past, in varying degree, are still at work," and that it is still being changed and remodeled. Here is the spirit of life and activity that appeals to the student, and it seems unfortunate that this spirit could not have pervaded the entire text instead of being left to the last pages.

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Readings in the History of Education: Mediaeval Universities. By ARTHUR O. NORTON. Cambridge: Harvard University Press, 1909. Pp. 155.

In this little book Professor Norton has given us some very illuminating samples of the ultimate data of educational history. It is a sourcebook of materials bearing upon mediaeval universities. It is intended primarily for students of the history of education. The extracts given are not sufficiently extended for the purposes of the student engaged in advanced historical research; yet they are, of course, grist for his mill, as far as they go.

Textbooks on the history of education are, for the most part, such distressing affairs, with their unanalyzable mixture of fact, obsolescent theory, and private interpretation, that a teacher of this topic is sincerely pleased at the appearance of a work of this sort. Here we have before us some of the tangible educational debris of the past. One thus sees the past with one's own eyes rather than in the dim, shadowy interpretative description of the historian of education. One sees in these extracts the nature of the scholastic topics of discussion, the form and nature of their textbooks, their disputations, their university courses of study, the various university privileges granted by secular and ecclesiastical authorities, schedules of the day's work, requirements for degrees, and personal attitudes toward the schools as shown by letters of the period.

One ought to be sufficiently grateful, perhaps, and not ask for more. Yet there are many phases of the university life of the period that are illustrated inadequately or not at all. One wishes that the book were fuller and more complete, covering these omitted matters. But Professor Norton disclaims any intention of exhaustiveness for this work. It is, he says, the first of a series of such sourcebooks.

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